



West Windsor-Plainsboro Regional School District

Spanish Continuing Grade 8-2

**Unit 1: La vida escolar  
School Life**

**Content Area: World Language**

**Course & Grade Level: Spanish-Continuing(8-2), Grade 8**

**Summary and Rationale**

The first unit of the year focuses on school life. The teacher in collaboration with students establishes expectations and goals for the year. Students build toward Intermediate Low proficiency, concentrating on asking for and giving advice on how to succeed in each of their classes, expanding narration with more detailed descriptions, and speaking in strings of sentences, expressing opinions and making comparisons among people, places, and things associated with school life.

**Recommended Pacing**

60 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

**Novice High** learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.IPRET. 1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET. 2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET. 3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET. 4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET. 5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET. 6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET. 7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET. 8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

**Novice High** learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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7.1.NH.IPERS. 1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS. 2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS. 3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS. 4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS. 5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS. 6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**Standard: Presentational Mode**

**Novice High** learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.PRSNT. 1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT. 2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT. 3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT. 4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT. 5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Standard: Key Ideas and Details**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Standard: Craft and Structure**

NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>Standard: Integration of knowledge and ideas</b>	
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: Civics, Government, and Human Rights: Democratic Principles</b>	
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
<b>Standard: Civics, Government, and Human Rights: Processes, Rules and Laws</b>	
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>When describing experiences, it is important to include details, explain opinions and speak and write in connected sentences with logical transitions.</li> <li>It is not necessary to know all the words and structures to gather information from authentic texts.</li> <li>School experiences may vary from culture to culture but they also have many similarities</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How can I build on what I already know to be a better Spanish speaker?</li> <li>How do my actions and decisions affect my success in school?</li> <li>Is my school experience the same as that of students in the Spanish-speaking world? If so, how? If not, why not?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>Names of people, classes, activities and things in a school setting</li> <li>how to use ser to describe people</li> </ul>	

- how to make comparisons using comparative and superlative forms
- how to use the present tense of regular and irregular verbs to describe the school habits/activities a student needs to be successful
- how to use expressions for giving advice/making suggestions/making recommendations (deber, debería, tener que, es importante, hay que, es necesario, necesitar)
- how to use conocer and conocer a to show the people and places they know

**Students will be able to:**

- Discuss class expectations
- Give advice on how to succeed in academics
- Describe people, classes, and activities in school
- Compare people, classes, and activities in school
- Talk about good school habits
- Give advice to friends about how to succeed in school
- Compare a typical report card from a target language country with a typical U.S. report card
- Ask and answer questions in scenarios between parents and students, teachers and students, students with classmates
- Compare school systems in target language countries

**Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 1.1; 1.2; 1.3

**Resources**

**Core Resources:**

- Images of school activities
- Clipart of personality traits of people in a school
- Typical school report cards
- Lists of typical school problems
- Dear Abby letters
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- Giving advice to a new student stations activity
- Un Mexicano en Pennsylvania reading
- Website: [CSJ](https://www.csjpr.org/) <https://www.csjpr.org/>
- Website: [CPNPR](https://cpnpr.org/) <https://cpnpr.org/>

**Unit 2:La vida doméstica  
Home Life**

**Content Area:World Language**

**Course & Grade Level: Spanish-Continuing (8-2), Grade 8**

**Summary and Rationale**

Students investigate different facets of home life both in the United States and in Spanish-speaking countries around the world. They build on previously learned concepts, adding new vocabulary, language functions, and cultural perspectives. Within this unit theme, they focus on the following topics: personal, daily routines; responsibilities and chores; hobbies and leisure-time activities. Additionally, they read selections from authentic sources and compare the life of a Hispanic teen with that of a typical adolescent in the United States.

**Recommended Pacing**

60 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

**Novice High** learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.IPRES T.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRES T.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRES T.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRES T.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRES T.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRES T.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRES T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRES T.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

**Novice High** learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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7.1.NH.IPER S.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPER S.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPER S.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPER S.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPER S.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPER S.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<b>Novice High</b> learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
7.1.NH.PRS NT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRS NT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRS NT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRS NT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● It is the responsibility of all family members to contribute to the effective running of the household.</li> <li>● Daily routines and responsibilities reflect cultural perspectives particular to a society.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why do I have to do chores around the house?</li> <li>● Do Hispanic teenagers have to help around the house? If so, why? If not, why not?</li> <li>● How is home life for teenagers similar or different in Latin America and in the United States? How do those similarities and/or differences reveal cultural perspectives in the United States and in Hispanic countries?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● How to use reflexive verbs to express the activities of their daily routine</li> <li>● How to describe the objects they use in their daily routine</li> <li>● How to use sequencing/transitional words to explain the order of their routine</li> <li>● How to describe in detail the interior parts of the house</li> <li>● How to explain why they do certain responsibilities and chores</li> <li>● How to describe their free time activities and interests</li> <li>● How to use <i>toca</i> expressions to express whose turn it is to do an activity</li> <li>● How to express affirmative and negative Informal commands</li> <li>● Expressions denoting complaints and compliance</li> <li>● Expressions used to give advice</li> </ul>	

**Students will be able to:**

- Identify and describe activities of the daily routine
- Identify and describe different types of homes and their interiors
- Identify and describe responsibilities at home
- Complain about chores and responsibilities
- Give advice about how to complete chores quickly/well
- Describe ways that one uses his/her free time: hobbies and leisure-time activities
- Narrate in present
- Tell others what to do and not to do
- Compare and contrast home life in the United States and in Spanish-speaking countries

**Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 2.1; 2.2; 2.3

**Resources****Core Resources:**

- Images of daily routine activities
- Items used in the daily routine
- Clipart of rooms of the house
- Clipart of room items
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- Como soy-Mi rutina diaria from Youtube video channel clasesidiomas  
<https://www.youtube.com/watch?v=7SZbWj-gISl&t=2s>
- Una casa especial from Youtube channel ELE Español para extranjeros  
<https://www.youtube.com/watch?v=eHMU8-n3dWo>
- Un dia en la vida de Jaime from Youtube channel ELE Español para extranjeros  
<https://www.youtube.com/watch?v=TCceFsdXROE>

**Unit 3:La vida social  
Social life**

**Content Area:World Language**

**Course & Grade Level: Spanish Continuing(8-2), Grade 8**

**Summary and Rationale**

One of the goals of language learners is to be able to navigate successfully as a tourist in a foreign country. During the course of this unit, they prepare for experiences they will encounter when traveling abroad. They examine the layout of typical cities in Spanish-speaking countries; they learn to ask for and give detailed directions from place to place; they simulate ordering food and beverages in a café or restaurant; they scan advertisements for social activities and plan to attend some of the upcoming events with friends. Ultimately, they compare their own city/town with a Spanish-speaking city in order to understand similarities and differences between cultures.

**Recommended Pacing**

60 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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7.1.NH.IPRE T.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRE T.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRE T.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRE T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRE T.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

**Novice High** learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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7.1.NH.IPER S.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPER S.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<b>Novice High</b> learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
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7.1.NH.PRS NT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• They can navigate around a city in the Hispanic world, visit sites, get something to eat and drink without knowing all the words and expressions generally used by native speakers.</li> <li>• They can get the gist and details from advertisements, menus, brochures, and other documents in order to plan an itinerary.</li> <li>• Their language skills allow them to participate in another culture.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why travel?</li> <li>• Is a city a city or are Spanish-speaking cities unique?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Features and places of interest in a typical city (including places, people, activities)</li> <li>• How to use prepositions to explain where things are located on a map</li> <li>• How to use prepositions and directional phrases to ask for and give directions in and around the city</li> <li>• How to use polite affirmative and negative expressions to reply to tourist/resident questions about the city</li> <li>• Different modes of transportation used in and around a city</li> <li>• How to use expressions to buy a train ticket in a Hispanic train station</li> <li>• How to describe the restaurant experience (people, places, utensils)</li> <li>• How to order food in a restaurant</li> </ul>	

- How to express dietary needs
- How to describe how food is prepared and how it tastes
- How to complain about problems in a restaurant

**Students will be able to:**

- Ask for and give directions in a city
- Describe the places in a city
- Order something to eat and drink in a restaurant
- Identify, complain about and solve problems with food and service in a restaurant
- Identify and describe dietary needs
- Converse in a restaurant
- Ask and answer questions needed to buy a train ticket and navigate a typical train station

**Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 3.1; 3.2; 3.3

**Resources**

**Core Resources:**

- Students compare a city and a town.
- Students categorize words by city and town.
- Images/clipart of city places
- Images/clipart/realia of food and utensils
- Items used in a restaurant
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- 48 horas en la ciudad de México article-Ahora magazine-Noviembre-diciembre 2016
- Mi pueblo from Youtube video channel clasesidiomas  
<https://www.youtube.com/watch?v=Wy4QWNbnTZg&t=1s>
- Un paseo por mi ciudad Ponferrada from Youtube channel ELE Espanol para extranjeros  
<https://www.youtube.com/watch?v=lvMh0OrcttM&t=1s>
- Revista Materiales para la enseñanza multicultural-Number 25-2017-Article-Saborea el rico mundo hispano-pages 65-67-M.<sup>a</sup> del Mar Rodríguez Sánchez, M.<sup>a</sup> Luisa Martínez Martínez  
<https://dialnet.unirioja.es/revista/27231/A/2017>
- En la estación de tren from Youtube channel VideoEle  
<https://www.youtube.com/watch?v=CBkOC8nli8w>
- Al Andalus: En tren de lujo por Andalucía(6 días/5 noches) article  
<https://www.red2000.com/espana/viajes/esenciales/alandalus.html>